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ABSTRACT

A series of eight videoconferences was designed to help educational professionals improve schools by applying knowledge gained from research. During the videoconference programs, which are transmitted by satellite to facilities with receiving capacity, viewers can interact by telephone with the program presenters. Each program covers a specific topic, and each has a "content partner" (learning center, institute, teachers association, or other specialized group) that supplies expertise in the program area. The format of the program involves the presentation of two stories depicting classrooms or communities that have successfully integrated research with practice, and a question-and-answer session with the studio audience and remote viewers. In this document, a review of research on reading is followed by an overview of the first program in the series, which covers the topic of strategic, or reflective reading by children. In this program, the first story describes the efforts of a primary school teacher in Harlem, New York, to encourage her students to see themselves as part of a community of readers. The second story describes the ways in which two high school teachers in Minnesota changed their approach to English and social studies instruction after participating in a community-wide project. A series of follow-up activities relevant to the topic of children's reading is described. Additional materials include biographical information on videoconference participants, a list of resources on reading instruction, a glossary of terms, and a reference list of 22 items. (BC)

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SCHOOLS THAT WORK

The Research Advantage

GUIDEBOOK

1

Children as Strategic Readers

An Eight-Program Videoconference

presented by the
North Central Regional Educational Laboratory
and the PBS Elementary/Secondary Service
in partnership with the
Center for the Study of Reading

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GUIDEBOOK

1

Children as Strategic Readers

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NCREL

The North Central Regional Educational Laboratory (NCREL) is one of ten federally supported regional educational laboratories in the country and serves the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. NCREL works with education professionals in the region to support school restructuring to promote learning for all students, especially those most at risk of academic failure in the most rural and urban settings.

NCREL was created in 1984 by seven chief state school officers and 19 deans of education from colleges and universities. It is governed by a 29-member board of directors composed of the seven chief state school officers and representatives from higher education, business, labor, agriculture, local and intermediate educational agencies, and communitites.

The Lab's efforts to respond to regional needs are focused around five major program areas which direct our efforts to those in greatest need and allow us to concentrate our resources in areas likely to result in the greatest impact: curriculum, instruction and assessment; early childhood and family education; professional development; rural education; and urban education.

As an educational laboratory, NCREL assists schools, families, and communities in identifying and addressing the needs of our children and students and in redesigning schools so that they have a greater capacity to create learning environments appropriate to, and supportive of, the full diversity of student needs and circumstances. We believe a growing body of expertise embodied in theory, research, and practice is pointing toward ways in which the nation can fundamentally rethink, or restructure, its schools.

The PBS Elementary/Secondary Service (ESS), through and on behalf of PBS member stations, serves the instructional needs of students and teachers nationwide. ESS distributes educational programming and related materials for K-12 classroom use; promotes the use of PBS's primetime programming as a curricular resource; provides professional development for educators; and serves as a national advocate for the use of video and related technologies for learning.

The PBS Adult Learning Service (ALS) offers college-credit television courses through local partnerships of public television stations and colleges. Since 1981, more than 1,500 colleges, in cooperation with 300 public television stations, have enrolled more than one million students in ALS-distributed courses. In August 1988, ALS launched the PBS Adult Learning Satellite Service (ALSS) as a direct satellite service for higher education, offering a wide variety of programming.

Center for the Study of Reading (CSR)

Each program in the videoconference has a content partner that has expertise in the area. We have selected the Center for the Study of Reading (CSR) at the University of Illinois, Urbana-Champaign, as a content partner for the Reading Program because it is the only major federally funded center dedicated to reading, and because decade after decade it has produced landmark research about the reading process and reading instruction. CSR has played a major role in the important events and research development presented in this guidebook and videoconference program. Specifically, the Center helped NCREL identify presenters, special guests, and schools as well as worked with us to develop the guidebook.

What is a Videoconference?

The North Central Regional Educational Laboratory (NCREL) and the PBS Elementary and Secondary Service (PBS/ESS) have been producing videoconferences together since 1987. Via satellite, videoconferencing allows the exchange of information across town or across the country. A growing number of organizations use this delivery system for staff development, corporate meetings, training sessions, and entertainment events.

Videoconferencing works like this: An "uplink" station transmits the live program to a communications satellite which then beams it to "downlink" sites. Any facility with a satellite dish and the proper receiving capacity can be a downlink site. When combined with a telephone hookup, videoconferencing becomes "interactive" with one-way video (viewers see the presenters on monitors although presenters cannot see the viewers) and two-way audio (viewers can call in and speak to the presenters). Another way to include an interactive component is to have a viewer call-in period following the live satellite transmission.

In 1990, NCREL and PBS produced a nine-part staff development videoconference series, *Restructuring to Promote Learning in America's Schools*. Although not geared specifically toward staff development, *Schools That Work: The Research Advantage* has been designed to help viewers develop the kind of world class schools that ensure a successful future for all of us.

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Table of Contents

SECTION 1: Overview of the Videoconference Series 1
- Topics and Schedule ... 1
- Audience ... 1
- Videoconference Programs ... 2
- Videoconference Objectives ... 3
- The National Education Goals ... 3
- Rationale for the Videoconference Program Topics ... 4
- Format of Each Videoconference Program ... 5

SECTION 2: What Does Research Say About Reading? 6
- Old and New Definitions of Reading ... 7
- Important Findings from Cognitive Science ... 8
- Characteristics of Poor and Successful Readers ... 9
- Important Trends in Reading Instruction ... 9
- Milestones in Reading Research ... 10
- Issues of Equity and Excellence ... 10
- The Social Organization of the School ... 11

SECTION 3: Overview of Program 1, "Children as Strategic Readers" 12
- Program Objectives ... 12
- Program Outline ... 12
- Overarching Message ... 13
- About Story 1: Dawn Harris Martine ... 14
- About Story 2: Larry Gavin ... 16
- Teaching Approaches ... 18
- Viewers' Guide for Program 1, "Children as Strategic Readers" ... 19

SECTION 4: Follow-up Activities for Participants 20
- Activities for Teachers ... 20
- Activities for Schools, Parents, and Community Members ... 21
- Checklist for Excellence in Reading Instruction ... 23

SECTION 5: Biographical Information 25
- Videoconference Participants ... 25

SECTION 6: Important Reading Resources 28
- Reading Recovery Program ... 28
- Teaching Reading: Strategies from Successful Classrooms ... 28
- Rural Wisconsin Reading Project ... 29
- Reciprocal Teaching ... 29

SECTION 7: Glossary 30

SECTION 8: References 32

SECTION 1

Overview of the Videoconference Series

The President of the United States and the National Governors Association recently set forth six goals to be achieved by the year 2000 (see page 3). *Schools That Work: The Research Advantage* is designed to provide educational research for schools and communities as they reflect upon and seek to implement these national education goals. A recent Gallup poll shows that most Americans strongly support the national education goals. Each goal was rated as a high priority by at least 84% of those polled. However, at least 47% felt that reaching these goals by the year 2000 is unlikely.

The North Central Regional Educational Laboratory (NCREL) and the PBS Elementary/Secondary Service (PBS/ESS) are committed to restructuring schools to promote learning. We believe that every child can learn. We also believe that it is in our nation's utmost interest to develop world class schools that achieve these goals, for the sake of our children.

Scattered throughout America are schools that work. These schools involve teachers, students, administrators, parents, community members, and businesses. They illustrate how the application of learning research can lead to improved education and to the achievement of the national goals. These examples give us hope that we all can make the difference. This videoconference is designed to help viewers develop schools that work, schools that aim to meet the national goals using the research advantage.

Topics and Schedule

1991 (4:00-5:00pm ET)	**1992** (4:00-5:00pm ET)
Reading—October 10	Early Childhood Education—February 13
Mathematics—October 24	Drug-Free Schools—March 12
Science—November 14	School-to-Work Transition—April 2
Assessment—November 21	Interagency Collaboration—May 7

Audience

Schools That Work: The Research Advantage is designed primarily for teachers, administrators and curriculum specialists, as well as staff of state education and intermediate service agencies. However, its fast-paced, informative style will appeal to school board members, parents, policymakers, Chapter I staff, teacher educators and their students, test makers, staff developers, and researchers interested in school improvement.

Videoconference Programs

Videoconference 1

Reading ▪ October 10, 1991 ▪ Children as Strategic Readers

Content Partner: Center for the Study of Reading (CSR), University of Illinois, Urbana-Champaign

Videoconference 2

Mathematics ▪ October 24, 1991 ▪ Children as Problem Solvers

Content Partner: National Center for Research in Mathematical Sciences Education, University of Wisconsin, Madison

Videoconference 3

Science ▪ November 14, 1991 ▪ Children as Explorers

Content Partner: Institute for Research on Teaching, Michigan State University and Project 2061, American Association for the Advancement of Science (AAAS)

Videoconference 4

Assessment ▪ November 21, 1991 ▪ Alternatives for Measuring Performance

Content Partner: National Center for Research on Evaluation, Standards and Student Testing (CRESST), UCLA

Videoconference 5

Early Childhood Education ▪ February 13, 1992 ▪ Meeting Children's Needs

Content Partner: National Association for the Education of Young Children (NAEYC) and National Association of Early Childhood Specialists in State Departments of Education

Videoconference 6

Drug Education ▪ March 12, 1992 ▪ Preparing Students for Drug-Free Lifestyles

Content Partner: Midwest Regional Center for Drug-Free Schools and Communities

Videoconference 7

School-to-Work Transition ▪ April 2, 1992 ▪ Preparing Students for Work in the 21st Century

Content Partner: Institute on Education and the Economy, Teachers College, Columbia University, and the U.S. Chamber of Commerce

Videoconference 8

Interagency Collaboration ▪ May 7, 1992 ▪ Integrating Community Services

Content Partner: Study Group on School-Linked Integrated Services sponsored by the U.S. Department of Education and the Department of Health and Human Services

Videoconference Objectives

- To provide examples of how research empowers teachers, students, and whole communities
- To promote meaningful and self-directed learning for all students
- To focus national attention on issues of equity and excellence as schools and communities implement the national goals
- To demonstrate alternative ways that educators, parents, policymakers, and community members can work together to redesign schools for America's children
- To provide high-quality programming with up-to-date research for professional development libraries for educators
- To encourage schools and communities to reflect on the national education goals, well informed by the best of research and practice

The National Education Goals

Goal 1: By the year 2000, all children in America will start school ready to learn.

Goal 2: By the year 2000, the high school graduation rate will increase to at least 90%.

Goal 3: By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Goal 4: By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Goal 5: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Goal 6: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Rationale for the Videoconference Program Topics

The topics for this series were selected in part because they represent major areas of educational research and in part because they are all relevant to the national education goals. Although each topic area in the series involves different departments and school staff, it is important to understand that schools ultimately are part of one system. What happens in one area of schooling influences what happens in another area. This videoconference presents two sets of thematically related programs.

- The theme connecting the first four programs (Reading, Mathematics, Science, Assessment) is that research in these areas forms the vision of learning and teaching that drives curriculum, instruction, and assessment. Further, many common threads exist in each research base such as teaching for understanding, and collaborative learning.
- The theme connecting the last four programs (Early Childhood Education, Drug Education, School-to-Work Transition, Interagency Collaboration) is that traditionally these topics have been considered somehow outside the core of schooling—both conceptually and politically. Our intent is to demonstrate that they are vital for the achievement of all children. Further, the collaborative learning and higher order thinking, together with their assessment, needed in the subject disciplines are also vital to early childhood education, preparing students for drug-free schools, and the work environment.

Accordingly, NCREL and PBS strongly recommend that schools and community members watch all eight programs to develop a common language and common objectives. Indeed, we hope that schools and community members will use this series as a vehicle for debate and reflection about school reform and implementing the national goals.

"There is a correspondance among reading, writing, and critical thinking as processes so I teach them all together within meaningful, authentic tasks"

—Larry Gavin

Format of Each Videoconference Program

Live Satellite Transmission (1 hour)

For educational research to have a positive impact on schooling, it must be supported by effective classroom practices. With this in mind, the satellite transmission portion of each videoconference will focus on two "stories" depicting actual classrooms or communities that have successfully integrated research into practice. Each story will be followed by a question-and-answer session with the live studio audience. Remote viewers will be able to call in at any time during the program and give their questions to the telephone operator. The moderator will ask selected questions to the presenters throughout the program. Questions not answered on the air may be answered by phone or in print.

The first story will demonstrate effective classroom practices. The second will portray the rich teaching and learning environment created through community involvement in schooling. Each program in the videoconference series draws upon the best of research and practice to address critical questions that schools and communities need to resolve if they are to implement the national goals. Specifically, each program will illustrate the following:

1. How research has changed an individual teacher and the lives of his/her students
2. How schools have used research in the community by involving parents or community members in planning, instruction, or assessment or have enabled teachers and students to engage in learning outside the traditional boundaries of the school

Participant Call-In (30 minutes)

Immediately following the satellite transmission of each videoconference, participants will be given the opportunity to "call in" with comments and questions for videoconference presenters. This segment does not include live video transmission. However, callers will speak directly to the presenters. Because this segment provides one-to-one contact between presenters and participants, it is the key to the interactive nature of the conferences.

"Students that work collaboratively are active learners and are using higher order thinking. This shifts the responsibility for learning from the teacher to the student."

—Larry Gavin

SECTION 2

What Does Research Say About Reading?

In 1985, David Pearson referred to "the comprehension revolution." In essence he was talking about the movement from traditional views of reading based on behaviorism to visions of reading and readers based on cognitive psychology.

What follows in this section are major findings from cognitive psychology regarding:

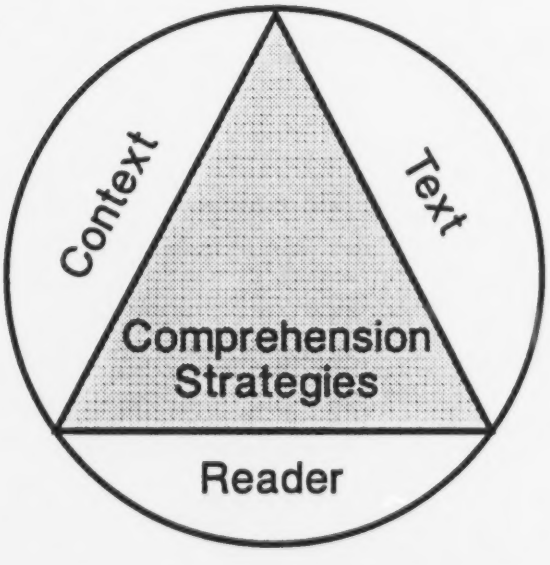
- New and old definitions of the reading process
- Important findings about reading and learning from cognitive science
- Characteristics of poor and successful readers
- Milestones in reading research
- Characteristics of successful teaching/learning environments
- Roles of schools and communities

These findings were developed by NCREL in collaboration with our Content Partner, the Center for the Study of Reading, University of Illinois, Urbana-Champaign, and the participants in Program 1, "Children as Strategic Readers."

The traditional view of the learner as an "empty" vessel to be filled with knowledge from external sources is exemplified by this statue at the University of Leuven (Belgium).

Old and New Definitions of Reading

	Traditional Views	New Definition of Reading
Research Base	Behavorism	Cognitive sciences
Goals of Reading	Mastery of isolated facts and skills	Constructing meaning and self-regulated learning
Reading as Process	Mechanically decoding words; memorizing by rote	An interaction among the reader, the text, and the context
Learner Role/Metaphor	Passive; vessel receiving knowledge from external sources	Active; strategic reader, good strategy user, cognitive apprentice



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Comprehension results from an interaction among the reader, the strategies the reader employs, the material being read, and the context in which reading takes place.

Important Findings from Cognitive Sciences

Most of the knowledge base on this topic comes from studies of good and poor readers. However, some of it is derived from research on expert teachers and from training studies.

1. Meaning is not in the words on the page. The reader **constructs meaning** by making inferences and interpretations.
2. Reading researchers believe that information is stored in long-term memory in organized "knowledge structures." The essence of learning is linking new information to **prior knowledge** about the topic, the text structure or genre, and strategies for learning.
3. How well a reader constructs meaning depends in part on **metacognition**, the reader's ability to think about and control the learning process (i.e., to plan, monitor comprehension, and revise the use of strategies and comprehension); and attribution, beliefs about the relationship among performance, effort, and responsibility.
4. **Reading and writing are integrally related**. That is, reading and writing have many characteristics in common. Also, readers increase their comprehension by writing, and reading about the topic improves writing performance.
5. **Collaborative learning** is a powerful approach for teaching and learning. The goal of collaborative learning is to establish a community of learners in which students are able to generate questions and discuss ideas freely with the teacher and each other. Students often engage in teaching roles to help other students learn and to take responsibility for learning. This approach involves new roles for teachers.

Characteristics of Poor/Successful Readers

Characteristics of Poor Readers	Characteristics of Successful Readers
Think understanding occurs from "getting the words right," re-reading	Understand that they must take responsibility for constructing meaning using their prior knowledge
Use strategies such as rote memorization, rehearsal, simple categorization	Develop a repertoire of reading strategies, organizational patterns, and genre
Are poor strategy users: ▪ they do not think strategically about how to read something or solve a problem ▪ they do not have an accurate sense of when they have good comprehension or readiness for assessment	Are good strategy users: ▪ they think strategically, plan, monitor their comprehension, and revise their strategies ▪ they persevere in the face of contradiction, inadequate information, and stress ▪ they have strategies for what to do when they do not know what to do
Have relatively low self-esteem	Have self-confidence that they are effective learners; see themselves as agents, able to actualize their potential
See success and failure as the result of luck or teacher bias	See success as the result of hard work and efficient thinking

Important Trends in Reading Instruction

1. **Linking new learnings to the prior knowledge and experiences** of students (In contexts where there are students from diverse backgrounds this means valuing diversity and building on the strengths of students)
2. Movement from traditional skills instruction to **cognitive strategy** instruction, **whole language** approaches, and **teaching strategies within the content areas**
3. More emphasis on **integrating reading, writing, and critical thinking** with content instruction, wherever possible
4. More organization of reading instruction in phases with iterative **cycles of strategies**:

   Preparing for reading—activates prior knowledge by brainstorming or summarizing previous learnings, surveys headings and graphics, predicts topics and organizational patterns, sets goals/purpose for reading, chooses appropriate strategies

   Reading to learn—selects important information, monitors comprehension, modifies predictions, compares new ideas with prior knowledge, withholds judgement, questions self about the meaning, connects and organizes ideas, summarizes text segments

   Reflecting on the information—reviews/summarizes the main ideas from the text as a whole, considers/verifies how these ideas are related, changes prior knowledge according to new learnings, assesses achievement or purpose for learning, identifies gaps in learning, generates questions and next steps

Milestones in Reading Research

1. Evidence that meaning is not in the words, but constructed by the reader
2. Documentation that instruction in the vast majority of classrooms is text driven and that most teachers do not provide comprehension instruction
3. Documentation that textbooks were very poorly written, making information in them difficult to learn; subsequent response of the textbook industry to include real literature, longer selections, more open-ended questions, less fragmented skills, and "more considerate" text
4. Changes in reading research designs from narrowly conceived and well-controlled laboratory experiments with college students to (1) broadly conceived training studies using experimenters and real teachers in real classrooms and (2) studies involving teachers as researchers and colleagues in pre-service and in-service contexts
5. Publication of *A Nation of Readers* reaching out to parents, policymakers, and community members as legitimate audiences for direct dissemination of research information
6. Involvement of state education agencies in textbook selection, promoting "the new definition of reading," and developing statewide assessment programs that are research based; especially important are programs in Michigan, Wisconsin, and Illinois which have longer passages, more focus on comprehension, more than one right answer, strategy use, and assessment of prior knowledge.
7. Increasing dissatisfaction with standardized methods of assessing reading (Consequently, there has been a movement to develop alternative assessment strategies including miscue analysis, portfolios, and projects in the classroom.)

Issues of Equity and Excellence

1. Although many students at risk come to school lacking in prior knowledge that is relevant to school achievement, teachers and schools do make a substantial difference. That is, providing students at risk with high quality instruction can drastically alter their academic performance.
2. Although pullout programs and tracking may be well intended, reading researchers increasingly argue that such programs may actually create or extend inequities by segregating students at risk in poor quality programs. Indeed, some researchers contend that the learned helplessness that may characterize students at risk is a functional response to the demands of a dysfunctional situation.
3. An increasing amount of research indicates that student access to functional adult role models is vital for the development of self-esteem and metacognitive abilities. This can come from adult tutors or opportunities for students to participate in the world of work through work/study, shadowing, and apprenticeship programs.

The Social Organization of the School

1. Approaches that teach reading as thinking (strategic reading) need time to develop so that teachers can adopt new beliefs, experiment with research-based methods, and refine new practices. This suggests that schools need to provide (a) sustained staff development programs which provide mentoring and coaching, and (b) environments that support experimentation and risk taking.
2. Reading performance is enhanced when schools have semipermeable boundaries. That is, when:
   - Parents and other community members are involved in the life of the school as tutors, local experts, role models, and aides in schools
   - Students and teachers have opportunities for learning out of school
   - Community members take part in the redesign process

"Students see how members of our community use reading and writing, and they read their own writings in a variety of settings to a variety of audiences for a variety of reasons."

—Larry Gavin

SECTION 3

Overview of Program 1: Children as Strategic Readers

Program Objectives

- To provide the "big ideas" from research and practice in reading
- To provide examples of excellence at both classroom and school levels
- To raise the kinds of questions that might be discussed in school and community forums

Program Outline

- The program opens with scenes from classroom demonstrations that serve as a preview of key ideas.
- Moderator Judson Hixson, and Beau Fly Jones, Project Director for the Video Series, both from the North Central Regional Educational Laboratory, introduce the videoconference series and Program 1.
- Presentation of the first story about how Dawn Harris Martine, primary teacher from Harlem Public Schools, Harlem, New York, establishes a "community of learners" in her classroom.
- Researchers, P. David Pearson and Violet Harris, from the Center for the Study of Reading, discuss the "big ideas" from research reflected in Ms. Harris Martine's practice.
- Hixson moderates questions and comments from the audience.
- Presentation of the second story about how two high school teachers, Larry Gavin and Lance Zellman, Redwood Falls Public Schools, Minnesota, changed their approach to English and social studies instruction through participation in a community-wide project, Education 2000.
- Pearson and Harris discuss how Gavin's class and the Education 2000 project reflect the big ideas in reading research.
- Hixson moderates questions and comments from the audience.
- Jones asks selected studio audience members to describe how the stories and discussion in this videoconference may influence their thinking.

Overarching Message

1. Strategic reading is fundamentally different from unreflective reading.
2. Although some schools increasingly provide instruction for strategic reading, most schools do not.
3. All children can be taught to be strategic readers using research and practice.

"Skills, no matter how well they are taught and learned, cannot be considered strategies until learners can use them thoughtfully and independently."

"I teach my students reading strategies, for example 'How a story goes,' to help them comprehend what they read."

—Dawn Harris Martine

About Story 1: Dawn Harris Martine

The first story in the program is about Dawn Harris Martine, a second grade teacher at Mahalia Jackson Elementary in Harlem, New York, who has been personally changed by applying reading research in her classroom. She has acquired her own library of children's books which she shares with her 28 students. As an adult she participates in a reading group and encourages her students to be junior members in the "community of readers" in the classroom. She continually "marinates" her students in literature and helps her students become responsible for their own learning and the teaching of their peers. Some of the most important strategies that she uses in her class include the following:

- Her students engage in activities in various group sizes. Every morning her whole class begins with the "morning message." Later in the day she will work with small heterogeneous groups to attend closely to each student's progress, and she encourages these groups to work by themselves. She also meets in one-on-one conferences with her students.
- She teaches skills and strategies as the need for them arises for her students. The result is that her students develop the reading skills required in the curriculum, but they learn them in order to accomplish meaningful tasks.
- She manages behavior by having her students read interesting books, participate in stimulating discussions, and engage in meaningful writing.
- She encourages her students and their parents to read and write together.

Indicators that Ms. Harris Martine uses to judge how well she and her students are doing in the classroom include:

- Feedback from third grade teachers who now have her students from last year
- Parents and teachers who ask to have their children placed in her classroom
- Students who write letters to her saying, "You treat me the way I want to be treated," "You're the best teacher I've had," and "You make learning fun."
- Attendance which has been steadily increasing
- Massachusetts Achievement Test in Reading, on which her students have shown a two-grade level increase

Mahalia Jackson Elementary is a public elementary school located in the middle of Harlem, New York. The 900 students are mostly from low-income families. The school's vision is to provide quality education, along with a happy nurturing environment in which all pupils will learn to the best of their abilities. Objectives such as literacy, thinking skills, responsibility, and citizenship are prime necessities for continuous growth and development. The parents and all staff members are seen as vital components of the educational process since the educational setting is a meeting of communities, processes, and aspirations. The principal's personal dream is to have the school serve as a model for the city and state.

Recommended Reading

Goodman, K.S. (1986). What's whole in whole language. Portsmouth, NH: Heinemann Educational Books.

Routman, R. (1988). Transitions: From literature to literacy. Portsmouth, NH: Heinemann Educational Books.

Strickland, D.S. (1989). The administrations and supervision of reading programs. New York: Teachers College, Columbia University.

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"Reading and writing require large chunks of time. I read to my students at least two times a day, and they spend a lot of time reading and writing together."

—Dawn Harris Martine

About Story 2: Larry Gavin

Larry Gavin, a writing and literature teacher at Redwood Valley Middle/High School in rural Minnesota, has departed from traditional modes of teaching. Instead of lecturing about reading and writing, he actively involves and participates with his students in creating and understanding literature. His 28 students are given the freedom and responsibility for choosing projects, forming work groups, determining criteria for assessment, and teaching one another. Larry is also participating in the Education 2000 Project with Lance Zellman and others at Redwood Valley. This dramatic project for educational change is helping him create learning experiences for his students which will prepare them to think and write critically in the 21st century. The most important aspects of his class are the following:

- He engages his students in collaborative activities in a variety of settings to help them understand the importance of collaboration and to develop important social skills.
- He designs his classroom tasks so that students are engaged in meaningful activities relevant to what they have to do in the real world.
- He maintains a classroom atmosphere that encourages questioning, exploration, and interaction with others, including those of differing ages and cultures.

Indicators that Mr. Gavin uses to judge how well he and his students are doing in the classroom include:

- Students who are excited to come to class and to work on projects
- The positive feedback he receives from community members and parents about how his students know how to work and act as they go out and interact with the community
- Students who consistently score above average on the reading and writing sections of SAT and ACT tests

Lance Zellman is responsible for bringing the Education 2000 Project to Redwood Falls. A social studies teacher interested in global issues, Lance wanted to have an impact on education that extended beyond the walls of his classroom. The Education 2000 Project was consistent with his philosophy that educational change has to be a systemic, collaborative approach involving the community and local school. In his words, "Everyone has to be involved in order to impact the whole curriculum and to prepare students for the 21st century." The proposal he wrote resulted in the American Forum for Global Education choosing Redwood Falls as a project site. Through this project the community and school are currently involved in designing the future of education for their rural setting keeping in mind that it is a part of a global society.

Redwood Valley Middle/High School, Redwood Falls, Minnesota, is a rural, middle class community located southwest of the Twin Cities. The school's mission is to provide life-long learning opportunities to all students enabling them to become responsible, productive, confident, and happy individuals of an interdependent world community. Community businesses, parents, and service organizations are encouraged to become involved with the school to help students be prepared for our changing society.

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Boulding, K.E. (1985). The world as a total system. Beverly Hills, CA: Sage Publications.

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"I encourage my students to collaborate because it helps them adjust their view of the world so they can accept new knowledge, for example, ethnic and cultural knowledge."

—Larry Gavin

Teaching Approaches

Teaching Approach	Traditional Approach	Ms. Martine's Approach	Mr. Gavin's Approach
Collaboration	Students cooperate with each other, each child accomplishing individual tasks to achieve a goal	Students constructively critique each other's works; students solve problems together; students read together in pairs; students engage in peer teaching	Students tutor each other; students share and rely on each other's expertise; students work together and in pairs
Grouping	Ability groups, usually permanent; students do seatwork while teacher works with one group	Students not permanently assigned; heterogeneous groups formed for particular units, on common interests, friendships, special needs	Students form groups of mixed ability; groups form depending on the requirements of the project
Activities	Individual seatwork; worksheets; Q & A; teacher as information giver; materials include basal readers, dittos, newspapers	Morning message written by whole class; whole class shares reading and writing experiences; small group literature response sessions; independent reading and writing time; choral reading of favorite books; mini lessons for specific skill needs	Students choose books and projects that are relevant to them; students read and write journals, short stories, comedies, plays, letters, proposals, papers for other classes, etc.; students use authentic literature in diverse genre
Interaction	Teachers ask a lot of questions, students provide quick answers; teacher-directed instruction	Students actively share their lives as writers and readers with other students and the teacher; members of a "Community of Readers"	Students discuss and share work with students, teachers, community members, parents, etc.; learner-centered instruction
Assessment	Teacher assigns and grades work	Frequent, brief one-on-one conferences with students; teacher and students assess what they are reading and writing; progress kept in teacher's journal, student notebooks, folders, audiotape	Students, teacher, and community involved in the critique of student work; ongoing performance assessment kept in student portfolio
Audience	Students read and write for the teacher who evaluates work	Students write for students, reader response groups, parents, themselves	Students write for real audiences (e.g. community members) and purposes
Self-Directed Learning	Individual work; finish problems in worksheet book independently	Students take on teaching and learning responsibilities; students decide what they want to know/become expert about	Students jointly design own projects and assessment criteria
Skills Instruction	Grammar, spelling, etc., taught before higher level processes	Skills instruction (e.g., phonics) is embedded in and balanced with meaningful literacy tasks	Skills (e.g., grammar) taught (reinforced) when they are required to accomplish reading and writing projects

Viewers' Guide for Program 1: Children as Strategic Readers

Things to look for during the program...	Spaces for taking notes
How do the teachers and researchers define successful reading? How do their definitions compare to my school?	
What are peak learning experiences and how often do we have them in schools?	
How do Dawn Harris Martine and Larry Gavin provide peak learning experiences for their students?	
What is a community of learners?	
What instructional strategies do the two teachers have in common?	
How are the community members of Redwood Falls involved in curriculum redesign?	
How do the teachers in the program assess excellence in reading instruction? In what ways do they involve students in the process?	
How does this research address the national goals in reading?	

SECTION 4

Follow-Up Activities for Participants

Activities for Teachers

The examples of excellence in this program clearly show that in world class schools teaching is a multidimensional activity. One of the most powerful of these dimensions is that of "teacher as researcher." Not only do teachers need to use research in their practice, they need to participate in "action" research in which they are always engaging in investigation and striving for improved learning. The key to action research is to pose a question or goal, and then design and implement actions and evaluate progress in a systematic, cyclical fashion as the means are carried out. Below are four major ways that you can become involved as an action researcher.

1. Use the checklist found at the end of this section to evaluate your school and teaching approaches.

2. Implement the models of excellence presented in this program. Ask yourself:
   - What outcomes do the teachers in this program accomplish that I want my students to achieve?
   - How can I find out more about the model classrooms?
   - Which ideas can I most easily implement in my classroom?
   - What will I need from my school and community?
   - How can I evaluate progress?

3. Form a team and initiate a research project. A research project can be designed to generate working solutions to a problem. The issues for your research group to address are:
   - What is the problem or question you wish to solve?
   - What will be our approach?
   - How will we faithfully implement the approach?
   - How will we assess the effectiveness of our approach?
   - What is the time frame for working on this project?
   - What resources do we have available?
   - What outcomes do we expect to achieve?

4. Investigate community needs and integrate solutions within your class activities. Relevant questions include:
   - What needs does the community have in terms of reading and writing?
   - What can be done (for example, training) by my class to meet community needs?
   - What skills and resources does the community have that could benefit my students?
   - What kind of relationships can my class forge with the community?

5. Establish "Community of Learners" support groups consisting of school personnel and community members. The goals of these groups are to:
   - Share teaching and learning experiences both in and out of school
   - Discuss research and theory related to learning
   - Act as mentors and coaches for one another
   - Connect goals of the community with goals of the school

Activities for Schools, Parents, and Community Members

The following are activities that groups such as your PTA, church, and local Chamber of Commerce can do together with your schools.

1. Visit your school informally for discussions using the checklist on page 23.

2. Consider the types of contributions community groups could offer:
   - Chamber of Commerce groups could sponsor field trips or opportunities for storytelling.
   - Businesses could buy collections of literature for schools in need.
   - Churches could sponsor reading groups to help motivate adults to read.
   - Local fraternal organizations could help tutor students and provide a place for them to read.

3. Consider ways that schools and community members can work together to provide:
   - Materials for a rich learning environment (e.g., real literature in print and audio form, computers)
   - Opportunities for students and teachers to learn out of school
   - Opportunities for students to access adults as role models, tutors, aides, and local experts

- Opportunities for students to provide community services such as surveys, newsletters, plays, and tutoring
- Opportunities for students to participate in community affairs
- Opportunities for administrators, teachers, or students to visit managers and company executives

4. Promote school and community forums to debate the national goals:
   - Involve your local television and radio stations to host school and community forums.
   - Have "revolving school/community breakfasts" (community members visit schools for breakfast once or twice a month, changing the staff and community members each time).
   - Gather information on the national goals and their assessment.
   - Gather information on alternative models of schooling.
   - Gather information on best practices and research in the classroom.

   Some of the important questions and issues to discuss in your forums are:
   - Review the national goals documents to arrive at a common understanding of each goal.
   - What will students be like who learn in schools that achieve the goals?
   - What must schools be like to achieve the goals?
   - Revisit the Gallup poll taken on the national goals:
     Do we agree with the goals, and how high do we rate each?
     What is the reason for the pessimism about their achievement?
     How are our schools doing now in terms of achieving each?
     Why is it important for us to achieve the goals?
     What are the consequences for our community if we don't achieve them?
   - What assumptions are we making about the future in terms of Knowledge, Technology and Science, Humanities, Family, Change, Population, Minority Groups, Ecology, Jobs, Global Society, Social Responsibility? Discuss in terms of each of the goal areas.

5. Consider ways to use "Children as Strategic Readers" to promote understanding and commitment from school staff, parents, and community members for strategic reading.

Checklist for Excellence in Reading Instruction

The items below are based on the best practices of the teachers and researchers in Program 1. The checklist can be used to look at current practices in your school and to jointly set new goals with parents and community groups.

Vision of Learning

- Meaningful learning experiences for students and school staff
- High enjoyment of reading, writing, and learning
- Restructuring to promote learning in the classroom
- High expectations for learning for all students
- A community of readers in the classroom and in the school
- Teachers and administrators committed to achieving the national goals

Curriculum and Instruction

- Curriculum that calls for a diversity of real literature and genre, a repertoire of learning strategies and organizational patterns for text passages
- Collaborative teaching and learning involving student-generated questioning and sustained dialogue among students and between students and teachers
- Teachers building new information on student strengths and past experiences
- Authentic tasks in the classroom such as writing letters, keeping journals, generating plays, author conferences, genre studies, research groups, sharing expertise, and so on
- Opportunities for students to engage in learning out of school with community members
- Real audiences (peers, community members, other students)
- Homework that is challenging enough to be interesting but not so difficult as to cause failure
- Appreciation and respect for multiple cultures and perspectives
- Rich learning environment with places for children to read and think on their own
- Instruction that enables readers to think strategically

Assessment and Grouping

- Performance-based assessment such as portfolios that include drafts and projects
- Multiple opportunities to be involved in heterogeneous groupings, especially for students at risk
- Public displays of student work and rewards

Staff Development

- Opportunities for teachers to attend conferences and meetings for reading instruction
- Teachers as researchers, working on research projects
- Teacher or school partnerships/projects with colleges and universities
- Opportunities for teacher to observe and coach other teachers
- Opportunities for teachers to try new practices in a risk-free environment

Involvement of the Community

- Community members' and parents' participation in reading instruction as experts, aides, guides, tutors
- Active involvement of community members on task forces for curriculum, staff development, assessment and other areas vital to learning
- Opportunities for teachers and other school staff to visit informally with community members to discuss the life of the school, resources, and greater involvement of the community

Policies for Students at Risk

- Students at risk integrated into the social and academic life of the school
- Policies/practices to display respect for multiple cultures and role models
- Assessment practices that are culturally unbiased

"I was looking for something to get involved in to make an impact larger than my classroom. The Education 2000 Project fit my personal beliefs about how schools should go about change"

—Lance Zellerman

SECTION 5

Biographical Information

Videoconference Participants

Thomas Anderson is an Associate Professor of Educational Psychology at the University of Illinois and a Senior Scientist with the Center for the Study of Reading. The results of his research on computer-managed instruction, concept mapping, and effective study techniques have formed the basis for his numerous publications. One of the research programs which Dr. Anderson initiated dealt with the problems that high school students have when "reading-to-do" from their textbooks. This type of reading is especially important in science and vocational courses where students are expected to read and understand passages from technical and laboratory manuals. Dr. Anderson's present responsibility for teaching science methods courses to pre-service teachers has made him more sensitive to and interested in the conceptual problems that teachers and students have when teaching and learning science.

Larry Gavin is a World Literature and Advanced Writing teacher at Redwood Valley Middle/High School in Redwood Falls, Minnesota. Students in his elective writing class are taught in collaboration with experts in the community. He is a steering committee member for the Education 2000 project, which encourages community participation in school change. Recently, he conducted a week-long Summer Institute for teachers on a systems approach to school change. In his spare time, Mr. Gavin is both a writer and a poet. He has been teaching for six years.

Violet Harris is an Assistant Professor of Curriculum and Instruction at the University of Illinois and a Senior Scientist with the Center for the Study of Reading. Her research on multicultural literature and illiteracy has resulted in numerous publications. In a two-year project sponsored by the CSR, Violet worked toward ways of improving reading comprehension instruction in public schools. Other research areas include enrichment and compensatory education, literary history, creative writing, and Afro-American literature. She was recently appointed to the Center for Advanced Study and the Bureau of Educational Research at the University of Illinois, was a recipient of the Spencer Foundation Fellowship, National Academy of Education at Stanford University, and is on the Reading Commission of the National Council of Teachers of English.

Judson Hixson is Director of Professional Preparation and Development at the North Central Regional Educational Laboratory (NCREL) and Associate Director of Technology and Information at the Midwest Regional Center for Drug-Free Schools and Communities (MRC). Mr. Hixson is a Ph.D. candidate at the University of Chicago and holds both a Bachelor and Master of Arts degree in Educational Psychology from the University of Chicago. Before joining NCREL, Mr. Hixson was Administrative Coordinator in the Chicago Public Schools. He also served as Educational Director for the Chicago Urban League, and as on-loan consultant to the National Urban League for educational policy development and congressional relations. He has teaching experience at all grade levels, as well as experience in university administration. He has also served as consultant to a wide variety of organizations, such as the U.S. Department of Justice Community Relations Division.

Beau Fly Jones is Director of Curriculum, Instruction, and Assessment at the North Central Regional Educational Laboratory. Dr. Jones holds a Ph.D. in Educational Psychology from Northwestern University. She has expertise in the areas of cognitive learning and effective comprehension instruction. Before becoming a member of the NCREL staff, Dr. Jones served as Special Projects Coordinator for the Chicago Public Schools, and was a developer for their instructional materials in several areas, particularly social studies and reading. Since her arrival at NCREL in 1985, she has published over 25 articles and books on dimensions of thinking, cognitive instruction, and applications of technology to curriculum development. She also has been responsible for a number of national videoconferences.

Dawn Harris Martine is a second grade teacher at Mahalia Jackson Elementary School in Harlem, New York. The Center for the Study of Reading recently selected her as one of the five "Teachers of Excellence" for her innovative approach to teaching reading and writing through literature. Ms. Harris Martine presently serves as the Reading Coordinator for the Girl Scout Council of New York, a member of the Writing Project, and a facilitator of the Intergenerational Literacy Project. She has seven years of teaching experience, but also has worked as an architectural draftswoman, for an airline, and as a tutor for Adult Literacy. Recently, she completely renovated her 100-year-old brownstone in Harlem, where she maintains a Children's Library. In the near future, she plans to convert the downstairs apartment into a literacy center. In November, Ms. Harris Martine will be published in *From the Writing Process to the Reading Process K-8*.

P. David Pearson is a Professor in the Department of Curriculum and Instruction at the University of Illinois at Urbana-Champaign and Dean of the College of Education. Prior to becoming the Dean, Professor Pearson served as Co-Director of the Center for the Study of Reading, where he continues to pursue a line of research related to reading instruction and reading assessment policies and practices. He has been active in professional organizations, serving on the Board of Directors for the International Reading Association, as a member of the Research Committee for The National Council of Teachers of English, and President for both The National Reading Conference and The National Conference of Research in English. He has received awards from the National Reading Conference and the International Reading Association. Dr. Pearson has published numerous materials for teachers and students as well as several books including the *Handbook of Reading Research*.

Lance Zellman is a Social Studies teacher at Redwood Valley Middle/High School, Redwood Falls, Minnesota. He helped write the proposal that started the Education 2000 project for Redwood Falls and is currently coordinating the Education 2000 Project at the district level. Mr. Zellman is a member of the National Council for Social Studies, Minnesota Council of Social Studies, the Association of Supervision and Curriculum Development, the National Education Association, and the Minnesota Education Association.

"Children rehearse, or reread, certain books. They learn more from doing this than if they were to always go on to new books."

—Dawn Harris Martine

SECTION 6

Important Reading Resources

Reading Recovery Program is a supplementary reading and writing program for first-graders who are at risk of reading failure. Reading Recovery was originally designed and developed in Ohio and is now employed in several other states. The short-term goal is to accelerate children's progress in learning to read. The long-term goal is to have children continue to progress through their regular classroom instruction and independent reading, commensurate with their average peers, after the intervention is discontinued. Success is contingent upon the intensive, individual instruction provided by a specially trained teacher for 30 minutes daily. Illinois Reading Recovery Project, Center for the Study of Reading, 51 Gerty Drive, Champaign, IL 61820 (217/333-7213)

Teaching Reading: Strategies from Successful Classrooms is a set of six videotapes and accompanying viewer's guides developed by the Center for the Study of Reading. Each tape presents in-depth analyses of successful classrooms. The programs focus on exemplary teachers and students in order to provide viewers with real access to knowledge about effective reading practices. The aim of the program is to provide simulated field experiences for use in college-level education courses for preservice teachers and inservice workshops for practicing teachers. The classrooms featured are:

- Emerging Literacy, Ann Hemmeler (Kindergarten), Neal Elementary, San Antonio, TX
- The Reading/Writing Connection, Dawn Harris Martine (second), Mahalia Jackson Elementary, Harlem, NY
- Teaching Word Identification, Marjorie Downer (second/third), Benchmark Elementary, Media, PA
- Literacy in Content Area Instruction, Laura Pardo (third), Allen Street Elementary, Lansing, MI
- Fostering a Literate Culture, Kathy Johnson (third), East Park Elementary, Danville, IL
- Teaching Reading Comprehension: Experience and Text, Joyce Ahuna-Ka'ai'ai (third), Kamehameha Elementary, Honolulu, HI

Center for the Study of Reading, 51 Gerty Drive, Champaign, IL 61820 (217/333-2552)

Rural Wisconsin Reading Project (RWRP) was a three-year project developed by NCREL, the Wisconsin Department of Public Instruction, and the Wisconsin Educational Communications Board that provided technology-supported staff development on strategic reading and teaching for 17 rural districts in central and west-central Wisconsin. The project's approach to develop strategic reading instruction was to treat human and organizational change as a long-term, evolutionary process rather than as a process of implementing an innovation. Two programs have arisen out of RWRP: (1) The Rural Schools Reading Project which applies what was learned from RWRP to address the access, time, and cost challenges of sustained, effective staff development for a network of rural schools (this project is on the list of programs that work from the National Diffusion Network of the U.S. Department of Education), and (2) The Strategic Reading project which is a single school application of the RWRP principles. NCREL, 1900 Spring Road, Oak Brook, IL 60521 (708/571-4700)

Reciprocal Teaching is an instructional strategy for teaching strategic reading developed by Annemarie Sullivan Palincsar that takes place in the form of a dialogue between teachers and students. In this dialogue the teacher and students take turns assuming the role of teacher in leading the dialogue about a passage of text. Four strategies are used by the group members in the dialogue: summarizing, question generating, clarifying, and predicting. At the start the adult teacher is principally responsible for initiating and sustaining the dialogue through modelling and thinking out loud. As students acquire more practice with the dialogue, the teacher consciously imparts responsibility for the dialogue to the students, while becoming a coach to provide evaluative information and to prompt for more and higher levels of participation. Annemarie Palincsar, 1360 FEB, University of Michigan, 610 East University, Ann Arbor, MI 48109.

"I plan my large-group and small-group lessons based on what I see the children doing with their reading and writing."

—Dawn Harris Martine

SECTION 7

Glossary

Coaching Providing support in studying new skills, polishing old ones, and encouraging change.

Collaborative Groups A temporary grouping structure used primarily for developing attitude outcomes. Students of varying abilities work together to solve a problem or to complete a project.

Comprehension Monitoring Good comprehenders self-evaluate how well they understand while they read. If comprehension is not proceeding well, they have strategies for going back and improving their comprehension.

Constructing Meaning from Text A process in which the reader integrates what is read with his or her prior knowledge.

Cooperative Learning Students working together in small heterogeneous groups to achieve a common goal.

Heterogeneous Groups Groups composed of students who vary in several ways (for example, different reading levels).

Homogeneous Groups Groups composed of students who are alike in one or more ways.

Interactive Phase Sometimes called "guided practice" in this phase, the teacher attempts gradually to move students to a point where they can independently use strategies. It is a major part of a lesson.

Metacognition The process of thinking about and regulating one's own learning. Examples of metacognitive activities include assessing what one already knows about a given topic before reading, assessing the nature of the learning task, planning specific reading/thinking strategies, determining what needs to be learned, assessing what is comprehended or not comprehended during reading, thinking about what is important and unimportant, evaluating the effectiveness of the reading/thinking strategy, revising what is known, and revising the strategy.

Modeling Showing a student how to do a task with the expectation that the student will then emulate the model. In reading, modeling often involves talking about how one thinks through a task.

Predicting Anticipating the outcome of a situation.

Prior Knowledge The sum total of what the individual knows at any given point. Prior knowledge includes knowledge of content as well as knowledge of specific strategies and metacognitive knowledge.

Scaffolding Instruction Providing teacher support to students by modeling the thought processes in a learning episode and gradually shifting the responsibility for formulating questions and thinking aloud to the students.

Strategic Learner A learner who analyzes the reading task, establishes a purpose for reading, and then selects strategies for this purpose.

Strategies Any mental operations that the individual uses, either consciously or unconsciously, to help him- or herself learn. Strategies are goal oriented; that is, the individual initiates them to learn something, to solve a problem, to comprehend something. Strategies include, but are not limited to, what have traditionally been referred to as study skills such as underlining, note taking, and summarizing as well as predicting, reviewing prior knowledge, and generating questions.

Text Any segment of organized information. Text could be a few sentence or an entire section of a chapter. Typically, text refers to a few paragraphs.

"I turn over some teaching responsibilities to my children. This encourages them to become self-directed learners and it frees up my time to work with students who need my help."

—Dawn Harris Martine

SECTION 8

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